

POST-INCIDENT STAFF DEBRIEF

In incidents of BMS interventions, there are basic components* of a post-incident protocol that must be recognized:

1. Injury assessment
2. Reassurance and follow-up for students
3. Communication protocol
- 4. Immediate staff debriefing**
5. Documentation
6. Follow-up debriefing
7. Ongoing staff support

* Adapted from the Behaviour Management Systems Training manual. **All schools should have a copy of this manual.** <http://www.bmst-fsgc.com/>

Key concepts in holding a debrief meeting (#4 in the protocol):

- All behaviour incidents involving students place considerable stress on staff and students.
- Each individual responds in a way that is unique to that individual
- Debriefing serves both as an immediate response and as a component in developing new prevention/intervention strategies
- Immediately following the incident may not be the best time to objectively review the interventions that were used/attempted, depending on the emotional state of the staff. However, the debrief should occur as soon as possible.

Post-incident staff debriefing is most effective when:

- It is scheduled as soon as possible following the incident.
- There is a facilitator, usually the principal or designate.
- Confidentiality is respected.
- Everyone is allowed to talk about what happened and how they felt during and after the incident.
- Everyone is informed about what is happening with the student involved (consequences/follow-up actions).
- Feelings are validated (each person's experience is unique and normal).
- There is no judgement/no criticism of actions or emotions (not a sign of weakness or incompetence).
- There are no platitudes (cliché statements such as "it's not worth worrying about", "you'll feel better tomorrow", etc.).
- Counselling is left to the professionals.
- Additional help is discussed (board professionals, Employee Family Assistance Program (EFAP)).
- Individual strengths are recognized.

MINUTE TEMPLATE FOR DEBRIEF MEETING

DATE:

NAME OF STUDENT:

HOMEROOM:

IN ATTENDANCE AT MEETING:

Classroom Teacher(s):

Support Staff:

Principal or Designate:

SERT (s):

Board staff:

INTERVENTIONS THAT OCCURRED: ✓							
BMS hold		Self-regulation space		Hold and secure		Emergency medical	
Room evacuation		Lock down		Police		Other (specify)	

DESCRIPTION OF INCIDENT (PRE, DURING, POST)

What were the antecedents to the behaviour? Was there a specific trigger?

What worked well? How can the response be strengthened for next time?

POSSIBLE ACTIONS	WHO	POSSIBLE ACTIONS	WHO
Follow up with parent/guardian		Follow-up debrief with other staff who need to be aware	
Injury report (staff - HR Form 5)		Follow-up with student involved	
Injury report (student - OSBIE)		Follow-up with other students involved, as appropriate	
Safe schools report (Form 20)		Follow-up with police	
Violent incident report (Form 17)		Further training	
Review student safety plan (Form 32b)		Personal Protective Equipment and Staff Safety Plan (Form 60)	
Review IEP		Physical Intervention Report (SEOS Form 33)	
Review status within Intervention Checklist, and proceed accordingly		Review School Safety Audit Checklist for Supporting Positive Student Behaviour	
Other:			